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What does the passive *desiderari* mean? *quam primum* and *primum quam* are found repeatedly in the sense of *cum primum* or *simul atque*, an extraordinary imposition on our Grammars.

On page 46 we read *Quanta gloria vestram peregrinationem cumulatam esse oportet!* This is said of something to come, a vulgar usage.

On page 159 we have *portum Bosrae novo conditae*. Is this for *nove*?

Sic itaque occurs on 198, and often, beginning a sentence. I do not recall the combination, but it may be late, even new.

The following examples are presented in the interests of the prevalent discussion of the subject of Sequence of Tenses:

Philistaeos tanta clade affecimus ut incolae vectigales facti fuissent (59); opto ut Iudex Gebal interesset (247); non capio quid simia prodesse posset (247); quid faceres si eo pervenires? (69. Apparently a 'future less vivid' is required in the text); satis erant grandia ut ex eis arcus fiant (107); spe se solabantur futurum ut Hestiam reperiant (161); tanta erat ut errassemus (246); reperimus . . . emunxisset ut nihil relictum esset (249); factum esse ut exterminasset (93). I refrain from further examples. Give us back our rules!

The following give a cast of the antique to the story, perhaps: *clangorem tubae me ab ea (navi) audire mihi videbar* (122); *me praefectum videri mihi videbar* (186); *me audivisse mihi videbar* (34).

Would anybody countenance these? What is the use of such cumbrous nonsense?

On page 79 we read *poteram vultus militum discernere, itemque eos esse armatos, triangulariaque scuta gerentes*. How can the present participle be used here after *-que*? *pugiones pendentes* (79) seems to be a case of nominative absolute, as in late Latin.

On page 90 *licet rapiemur* occurs. This use with the indicative comes from Apuleius.

ut res se habeat appears on page 110. Is the subjunctive used? What Grammar mentions it?

On page 42 we have *cursum flectendum iussi*. Is this known?

coronis (*-idis*) is used for 'flourish' of a trumpet (248, 253); *serica*, f., is often used for *sericum*; *cubiculum* appears to be a 'living room' (60, 65, 10, 11); *pagus* for *vicus* (68 and often) is due to Apuleius. Like Apuleius, Dr. Avellanus is fond of *prorsus* (92 times), *prorsum* (18 times), *perquam* (48 times), and *alioquin* (often).

The less said of the spelling of the book the better. It has not even the merit of being consistently bad; but perhaps we are not privileged to throw stones while our own classical house has so much glass about it. The proof reading and presswork are so careless that doubtless many apparent errors are due to these causes. The book might have been made much shorter, and improved, by the omission of many dull passages, for instance the supremely impossible pages 94-95, 108-113, 149, 174-177, 184. Perhaps my readers would like to test their vocabularies on the following (176):

Hic, ad limina planitiei, in qua arx sita erat, amplum compitum reperimus, nautarum frequentia celebre. Ibidem, sub umbris arborum attegaia ac tabernacula circumquaque stant, in quibus edulia ac potus varii generis vociferatione perquam vivaci adventoribus paucis nummulis divenduntur, musica hic et illic accinente. In nonnullis attegiis coruscatores, ventriloqui, funambulones, alias mimi, ac scurrae otiosis offerunt diverticula; in adversa extremitate obsoniorum, cetariorum, oleratorum, bellariorum sunt tabernae cum macellis ac pistrinis, totumque est forum victuarium, ubi, ut nunc, nundinae servari solent, quo in loco ferae ebur, mancia, escae, dulciaria, fructus, caeteraque Libyae producta veneunt. Hic solent magnam partem diei homines omnis conditionis ac status, omnis aetatis, utriusque sexus catervatim exigere. Multitudo omnium generum promiscua hic congregatur, seque diversitat: musici illis concinunt, saltatores ac saltatrices choreas agitant; acrobatae, praestigiatore, magi, incantatores, ignivomi, suo quisque modo ad captandas geras lenocinantur; propolae et circitores capedula, cuculliones, crepidas, obstragula, cingulos, pugiones, crumenas, pugillaria, vociferando commendant ac venditant. Alii liba mellita, placentas, scriblitas, coptas, minutalia, botulos, tuceta, scrutillos, savillum, dodram, sabaia, coeliam, aliaque tragemata et potus algificos ac temeta ebriantia turbae praeterfluent, praesertim manipulis nautarum, modo ex alto egressorum, quorum balteos siclis tumere suspicabantur, stridula voce commendantes obtrudebant. Non quidem mihi in animo erat in hunc locum venire, sed vetusta quadam e iuventute consuetudine prope invitus horum gressus cum cociis meis direxi.

If anybody can imagine a lad in our Schools revelling in that stormy sea of terms, let him not be disturbed by any words of mine. It is to be regretted that this facile linguist has not found himself willing to subscribe to the world's judgment of classical usage. He has chosen to be a champion of late and decadent Latin, and finds it easy to flout the long established dicta of classical custom. To what end, other than a familiarity with the slipshod methods and habits of inferior writers, does this attitude lead?

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Porta Latina: A Reading Method for the Second Year. Fables of La Fontaine in a Latin Version. By Frank Gardner Moore. Boston: Ginn and Company (1915). Pp. xviii + 62 + lxii. 75 cents.

An 'Open Sesame' should readily swing this 'Gate', for it is fashioned only of the title page. The contents of the book consist of fifty Fables of La Fontaine, done into highly polished Latin—a most welcome addition to our fund of supplementary reading. We find here the work of a careful scholar, who is not averse to observing the usage of classical Latin. He finds ample vocabulary for his needs within the limits of classical authors. Only ten words have been noticed that are not in the Elementary Latin Dictionary, and of these four are simple diminutives, two are coined names, and one is the name Christus. So the language fits into our system of instruction. Of the syntax it need only be

said that it can all be found without trouble in our standard Grammars. It is hall-marked Latin.

The 'dot' system of marking pauses is one that is open to question until it has been tested with the students for whom it was devised. Of the value of the principle which it is designed to inculcate, that of grasping the meaning of word-groups, there can be no question. An elaborate exposition of a method of reading is given in the Introduction to the book.

One may hazard the opinion that the little collection will prove quite as useful for senior preparatory students as for second year pupils. The teacher of the latter grade might not feel the need of such constructions as the ablative gerund equivalent to a participle, the future infinitive passive, clauses with *quippe qui*, or *ut qui*, etc.

There is a hint of kindly feeling for certain idioms, but the fables are admirably told, and the impeccable Latin is the utterance of a scholarship of which we may be proud.

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CORRESPONDENCE

Professor Dennison's editorial in THE CLASSICAL WEEKLY 9.81-82, on the reading of Caesar's Gallic War in the second year of the High School course, has opened a field for valuable discussion. As one who has recently taught the Commentaries to second year High School pupils, I should like to support Professor Dennison's position.

In spite, however, of the strength of the arguments for the Commentaries, a protest is registered in THE CLASSICAL WEEKLY 9.108-109. The writer there argues that the American boy or girl does not appreciate the value of *any* documents of history. So much the worse for the American boy or girl—this is certainly an "unpleasant" situation, as the protester implies. Should we not deplore it rather than cater to it? If the mere fact that the Gallic War is a history is to oust it from the curriculum, plainly several subjects of a similar nature will have to go, both from the tenth year and from earlier grades.

To refute further the affirmation that the Commentaries possess human interest, Professor Lockwood asks how many classicists keep a copy of Caesar on their shelf of favorite books, and how many find Caesar interesting in an English translation. It may be answered that few true *classicists* find *translations* of any Greek or Latin author satisfactory, especially when no more art has been expended upon them than has usually been exerted upon editions of the Gallic War in English. As to the first question, the chances are ten to one that there are more copies of Caesar among favorite books than there are of the Puer Romanus, which is apparently suggested as a substitute for the Commentaries.

I am willing to concede that the agitation over the Direct Method has accomplished something in joggling certain lethargic classicists out of their comfortable ruts. I am all the more ready to grant that the most valuable contribution of the Direct Method is *not* the oral instruction! But I cannot agree with Professor Lockwood that the decline of the Classics is due largely to the retention of Caesar and Cicero in their traditional places.

From my own experience, the criticism that I have to make upon the second year Latin course is that the amount of reading required is out of proportion to the time at one's disposal. In the Public Schools particularly, manual training, domestic science, athletics, gymnastics, music, drawing, and various 'attractions', not to mention additional academic subjects, have made vast inroads upon the pupils' time and attention. I should like to see the reading for the second year cut down to three books in amount, two of them to be read critically; the siege of Alesia in the seventh book should by all means be included. It would thus be possible to make very short assignments for the first three or four months, when haste is most fatal, and to do much sight reading under the supervision of the instructor. There would also be ample time for prose composition, and for alluring accessories to stimulate the "infants" who could not experience the "intellectual thrill" of Caesar's "crisp Latinity". I am confident that, under these conditions, it would require neither a fine art nor extraordinary equipment to humanize Caesar. Even as it is, I would subtract from the hyperbole of the protest, and maintain that, with all odds against them, many teachers of moderate powers, with but the average allotment of time, with a few good pictures and charts, with several coins and other easily secured antiquities—and a *daily newspaper*—can and *do* make Caesar interesting.

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GERMAN TRENCHES ON A ROMAN BATTLE FIELD

The following is a translation of a letter from the French theater of war which appeared in the Neue Jahrbücher für das klassische Altertum for 1915, page 352. The letter is unsigned and undated, but the periodical was printed May 20, 1915.

"Our position here follows in the main the important ancient road from Laon to Reims. This road is supposed to date from Roman times. We have cut through or undermined it at many points, in order to prepare trenches or shelters. The massive blocks which we thereby struck far below the surface seemed to confirm the supposition. Moreover, the neighborhood is not uninteresting in other respects. Exactly in our section Caesar fought his battle with the Belgians (B. G. 2.1-15), though of course facing in the opposite direction. The crossing <of the river Aisne> took place at Berry-au-Bac or Pontavert, both being places heavily bombarded by us. And it gave me really immense pleasure to read in old Caesar: *Palus erat non magna inter nostrum atque hostium exercitum* (Chapter 9). If we had looked up Caesar back in the autumn, we should perhaps have been more sensible in planning our first-line and communicating trenches, which have all been flooded since Christmas by the brook Miette".

Caesar followed the Gallic road on which the Roman road was built from Reims (Durocortorum) to the Aisne (Axona) river; there he turned west to Soissons (Noviodunum) after defeating the Belgians. Not the least strange circumstance connected with the war is that it should lead to archaeological discoveries. Such have been reported from other sites. One recalls the fact that trench digging is as important a phase of his work to the archaeologist as it is to the soldier.

Particularly interesting is the reference to the swampy ground caused by the brook Miette. It caused the ancient Belgians to change their plan of attack and made their defeat certain. Perhaps it has caused the modern Germans more than mere inconvenience.

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